

Intel[®] Teach Program
Essentials Online Course
Module 3

March, 2009

Module 3: Planning My Unit - 2
Overview

Facilitator Corner

Welcome to Module 3: Planning My Unit - 2! In Module 2, you identified 21st century skills, higher-order thinking skills, syllabus guidelines and learning objectives for your Unit. You started planning your project-based unit. In this module, you explore a variety of assessment strategies and draft an assessment timeline. You also discuss how to help students adapt to a project-based, student-centered classroom.

All activities in this module are completed in the face-to-face environment.

Module Objectives

Participants will:

- Discuss and brainstorm assessment methods and strategies
- Draft an assessment timeline
- Create Unit Portfolio Presentations
- Discuss how to help students adapt to a project-based, student-centered classroom
- Reflect on their learning

Module Questions

- How can I plan ongoing student-centered assessment?

When you are finished reviewing, proceed to **Consider Assessment**.

Module 3: Planning My Unit -2

Activity 1: Considering Multiple Methods of Assessment

Facilitator Corner

In Module 2 you completed two important steps that focus on student learning in your unit:

- Determined specific learning goals based on syllabus guidelines and 21st century skills
- Developed Curriculum-Framing Questions

During this activity, you continue to focus on student learning with work on your assessment plan:

- In Step 1 you review different methods of assessment and think about how you will incorporate assessment strategies into your unit.
- In Step 2 you will examine changes in classroom assessment using scenarios.
- In Step 3 you draft an assessment timeline to illustrate how you will use assessment throughout your unit.

Note: You might find that discussing ideas with a partner is helpful as you review assessment strategies. If you work with a partner during this activity, you should each use your own workspace to complete the entries and products.

When you are ready, proceed to **Step 1**.

Module 3: Planning My Unit - 2

Activity 1: Considering Multiple Methods of Assessment
Step 1: Exploring Formative and Summative Assessments

Facilitator Corner

Different kinds of assessments reveal different kinds of information about student understanding of important concepts and skills. Understanding what you can learn about student learning from different assessments can help you plan for effective assessment and instruction. In this step you think about how to use assessment strategies that help you meet the different purposes of assessment.

1. Read **Assessment for Project-Based Learning** (DOC; 2 pages) found in the **Resources** tab > **Assessment** link, which provides an overview for using student-centered assessments in the classroom. Start thinking about how you might incorporate any of the ideas into your own unit. If desired, take notes on the document and save it in your **Course Resources** folder.

Word Processing 11.3: To use comments to review a document

Word Processing 11.4: To use highlighting to review a document

2. When you plan for assessment in your unit, you should include both formative and summative assessments for each of five purposes:

	Purpose of Assessment
Formative Assessment	1. Gauging student needs
	2. Encouraging self-direction and collaboration
	3. Monitoring progress
	4. Checking for understanding and encouraging metacognition
Summative Assessment	5. Demonstrating understanding and skill

3. Now you locate information you need about purposes of assessments at the Intel® Education Web site and keep track of the information using one of the online tagging or bookmarking sites.

Tagging and bookmarking sites allow you to save and annotate your favorite Web sites so you can access them online from any computer. Tagging sites have the additional feature of allowing you to "tag" saved Web sites with key words so you can categorize and organize your saved Web sites in new ways; other users can also take your tagged sites and add them to their own collections.

Facilitation Tip

Demonstrate how to use a tagging or bookmarking Web site for your participants. Keep your demonstration to 5 minutes or less, covering the major features of the site, leaving most of the time for participants to conduct their research in the *Assessing Projects* site.

4. Go to the online and tagging resource provided to you by your facilitator.
 - a. Register for an account.
 - b. Review instructions for using the online resource.
 - c. Record the URL of the Web site, your login ID, and password in your Login Information document saved in your **Course Resources** folder.

Note: You can find additional sites to consider in the **Online Tagging and Bookmarking Sites** in the **Resources** tab > **Collaboration** link.

5. Add the online resource site address to your **My Links** section on the **Home** tab.
6. Each purpose of assessment is featured in the Intel® Education **Assessing Projects** resource.
7. Tag or bookmark the site.
8. Read about each purpose, review the different assessment strategies to achieve each purpose, and then think about how you can use the strategies in your unit.
 - a. Visit each link in the Planning Assessment Strategies Notebook below and tag or bookmark the Web pages. As you review the five assessment purposes, keep the following questions in mind:
 - What is the purpose of an assessment?
 - What methods are appropriate to meet the purpose?
 - What instrument is most effective?
 - When do I use the method and instruments?
 - What do I do with the results?
 - b. As you consider assessment strategies for your unit, use the information in the *Assessing Projects* resource to help you brainstorm answers to the questions in the Notebook below. Use the Notebook or your tagging site to record your answers. Click **Submit** below the Notebook when you finish. You revisit these questions later in the module.

Facilitation Tip

Lead the whole group to the *Assessing Projects* site and go over the structure of the Assessment Strategies section. Emphasize the many links to examples of assessment strategies in each of the five purposes.

If participants want to discuss the questions with a partner or a small group before filling in their own Notebook, allow them to do so.

Notebook: Planning Assessment Strategies

Gauging Student Needs

What strategies are you considering to gauge student readiness for the unit?

Monitoring Progress

What reporting and monitoring strategies could you use to encourage student self-management and progress during independent and group work? How could you help students stay on track during a project? What monitoring and reporting instruments would you need to create?

Encouraging Self-Direction and Collaboration

How will you involve students in understanding the project expectations and criteria? How can you help your students become independent learners who are efficient at planning and following through without prompting? What assessments could you use to help students collaborate with other students and provide effective feedback?

Checking for Understanding and Encouraging Metacognition

What assessment strategies will help students reflect on their learning (metacognition) and help you to check understanding? What assessments will you need to create?

Demonstrating Understanding and Skill

What strategies could you use to assess final understanding and demonstration of learning? How will you and your students know they have met the learning goals?

When you are ready, proceed to **Step 2**.

Module 3: Planning My Unit - 2

Activity 1: Considering Multiple Methods of Assessment
Step 2: Understanding Changes in Classroom Assessment

Facilitator Corner

A student-centered classroom has a different assessment scenario from the traditional classroom. Tests and quizzes are still used but are not the only method of assessing student learning. Different types of assessment take place at multiple points in a unit of study for different purposes. In this step you will compare two scenarios covering different assessment methods and reflect about the differences in each assessment plan.

1. Go to the **Changing Assessment Practices** (DOC; 3 pages) found in the **Resources** tab > **Assessment** link.
2. Review the two scenarios, where a teacher teaches a unit. Last year she assessed the unit with traditional methods. This year, she revised the unit with some new assessment methods. As you read, highlight the assessment methods the teacher has planned. Think about the differences in each assessment plan.
3. Either download the document and save it in your **Course Resources** folder, or use a tagging or bookmarking site to highlight or make comments directly on the Web page.
4. Highlight the assessments that you find in the two scenarios.
5. Think about the two different assessment plans in the Project on Mahatma Gandhi implemented by Ms. Mukherjee. Reflect on what is similar and what is different about the methods of assessment Ms. Mukherjee used? How do you think the changes in the assessment will impact students, teacher and parents? Discuss your reflections with another course participant.

When you are ready, proceed to **Step 3**.

Module 3: Planning My Unit - 2

Activity 1: Considering Multiple Methods of Assessment
Step 3: Drafting an Assessment Timeline

Facilitator Corner

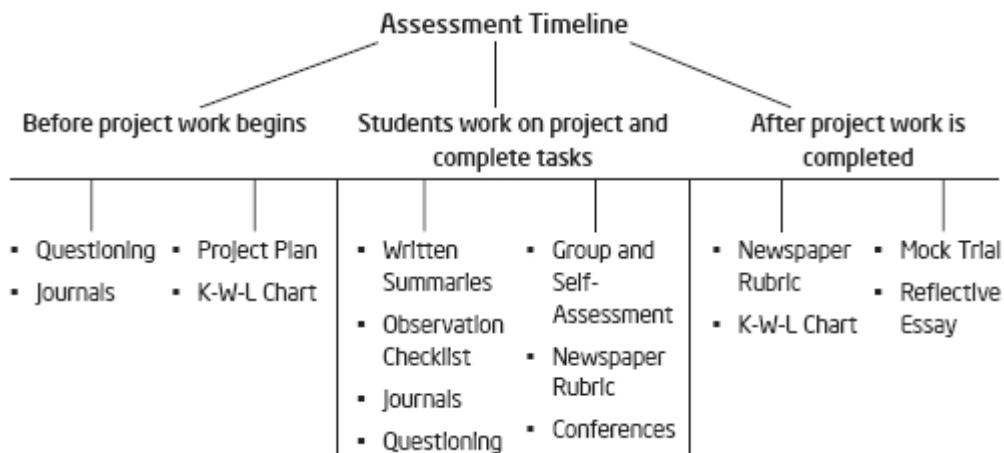
Thorough and accurate assessment is critical for effective instruction. An assessment plan assures that a project stays focused on learning goals, and it should be developed before determining the project activities and tasks. In this step, you begin to create an Assessment Plan for your unit.

The Assessment Plan section in your Unit Plan Template consists of an assessment summary and an assessment timeline. An assessment plan:

- Ensures that a project stays focused on learning goals
- Outlines assessment methods and instruments
- Defines clear expectations and syllabus guidelines for quality in products and performances
- Defines project monitoring checkpoints and strategies to both inform the teacher and keep the students on track

An effective assessment plan is developed before determining the project activities and tasks.

In this step, you create the Assessment Timeline for your Assessment Plan. An assessment timeline is a good way to visually represent the sequence of assessments throughout a unit. The following sample assessment timeline shows assessments before, during, and after project work:



1. Draft your Assessment Timeline in your Unit Plan. Refer to the planning you completed in the last step to complete your timeline. At this point, your timeline simply reflects your initial assessment ideas. You will have additional time in later modules to complete and revise your Assessment Plan.
2. Be sure to include assessment strategies for all five purposes.

Facilitation Tip

When providing feedback on participants' timelines, do not expect details on the purposes for each assessment at this point, but do look for a variety of assessments both before and during the project.

Congratulations! You completed this activity. Please check the **Activity** box and click the **Submit** button before moving on to the next activity.

When you are ready, proceed to **Create Presentation**.

Module 3: Planning My Unit - 2

Activity 2: Creating a Presentation about My Unit

Facilitator Corner

During this activity, you create a presentation about your unit to share with your colleagues. Throughout the course, you will meet with the same group of participants during Pair and Share activities to give and receive feedback on the various components of the group's Unit Portfolios.

In the Module 4 Pair and Share: Presenting My Unit Portfolio, you share your Unit Portfolio Presentation.

In this activity, you complete five steps:

- In Step 1, you plan your presentation, write a draft of your Unit Summary, and review sample Unit Portfolio Presentations.
- In Step 2, you create an outline for your presentation.
- In Step 3, you add basic features to your presentation.
- In Step 4, you enhance your presentation by incorporating additional design features.
- In Step 5, you upload your presentation to the **Sharing** tab in preparation for sharing in Module 4.

When you are ready, proceed to **Step 1**.

Facilitation Tip

Explain to participants that the purpose of this activity is twofold:

- To understand the benefits of using presentation software so that they can choose the most appropriate tool when they create the student sample.
- To create a presentation that includes the work they have completed on their unit. Participants present this work to their colleagues that teach a similar class or subject and receive feedback during the upcoming module. Based on the feedback, they revise their work.

Facilitate the next step by reviewing a sample Unit Portfolio Presentation with participants. Then allow participants to work independently for the remaining steps of the activity. Be prepared to help participants embed their assessments into their presentations and to upload their presentations to the **Sharing** tab if necessary.

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Activity 2: Creating a Presentation about My Unit

Step 1: Planning My Presentation

During this step, browse some sample presentations to help you plan your own and then write a draft of your Unit Summary. Your presentation will summarize your thinking about your unit so far and give your group members the information they need to give you quality feedback throughout the course. You may also choose to use this presentation to showcase your Unit Portfolio in Module 9.

1. Explore the sample **Unit Portfolio Presentations** in the **Resources** tab > **Unit Portfolios** > **Sample Presentations** link. If you want to take notes, you may find it helpful to open another window to review the examples and enter your notes in your **Notebook**.

Facilitation Tip

Select a sample presentation to demonstrate. Review the key requirements from each slide and explain the components of the Unit Summary in detail, pointing out how the presentation provides a thoughtful overview of the unit and what the teacher hopes to accomplish through its development.

2. Open your Unit Plan and write a draft of your Unit Summary. In 3 to 5 sentences, briefly describe the topics, key activities, student products, and possible roles students assume in the project scenario.
3. Think about the following questions in preparation for creating your Unit Portfolio Presentation:
 - What do you want to learn by creating this unit? What about this unit makes it suitable for helping you achieve your goals for the course? You may want to refer to your **Notebook** entry from Module 1 where you set your learning goals.
 - How will project-based approaches, ongoing assessment, and Curriculum-Framing Questions help your students meet 21st century learning goals?
4. If desired, take notes in your **Notebook**.

Note: You will have an opportunity to revise your Unit Summary in later modules after you create your student sample and write your Instructional Procedures.

When you are ready, proceed to **Step 2**.

Module 3: Planning My Unit - 2

Activity 2: Creating a Presentation about My Unit
Step 2: Creating an Outline

The outline feature in a presentation application helps a user focus on and quickly enter key concepts that need to be communicated in a presentation. Similarly, this strategy can be used to help students focus on content, rather than design features. Outlining a presentation before adding visuals, animations, and sounds helps to ensure that the focus is on the content.

Create your presentation to synthesize the important points about your unit. You will expand on the points as you present your unit.

Classroom Tip: A multimedia slideshow accompanied by an oral presentation is an effective tool for sharing projects and other complex ideas with others. Teachers as well as students can use presentations in a variety of ways in their school and personal lives.

Facilitation Tip

Emphasize that effective multimedia presentations condense ideas that are elaborated on in oral presentations.

Help Guide: Use the Intel® Education *Help Guide* if you need assistance in completing any technology skills identified below.

1. Start the presentation software.
Multimedia Skill 1.1: To start multimedia software
2. Consider customizing the toolbars and menus for your computer so that everyone has the same buttons and menus. This change makes following demonstrated instructions easier.
Multimedia Skill 1.6: To customize toolbars and menus

Classroom Tip: Set up your classroom or lab computers in the same consistent manner for easier classroom instruction.

3. Create an outline in the Outline pane to help you organize your thoughts and focus on the presentation content.
Multimedia Skill 2.2: To switch to and work in Outline format/view

Classroom Tip: You may want to require your students to use the Outline pane to enter their content before they add any design elements to their presentations.

4. Create slides to guide your presentation about initial ideas for your Unit Plan, such as:

- Unit summary
 - Vision of what you hope to accomplish in the unit, both for yourself and for your students
 - How the gauging student needs assessment will help you and your students plan for upcoming activities in the unit
 - Other information, such as your Curriculum-Framing Questions, that would help your group members support you as you develop your unit
Multimedia Group 3: Building Presentations
5. Save your presentation frequently in your **Course Resources** folder.
Multimedia Skill 1.9: To save a presentation
 6. When you finish outlining your presentation, work in the slide view of your presentation so that you can change the look of your slides.
Multimedia Skill 2.3: To switch to and work in Slides format/view

When you are ready, proceed to **Step 3**.

Module 3: Planning My Unit - 2

Activity 2: Creating a Presentation about My Unit
Step 3: Adding the Basics to My Presentation

After your outline is complete, embed your assessment and design your slides to help support your content.

Help Guide: Use the Intel® Education *Help Guide* if you need assistance in completing any technology skills identified below.

1. The right side of the multimedia application window includes a task pane where you can access various tools to change the look of your presentation. You can change the task pane for various purposes, such as changing the design, text layout, adding animation, adding slide transitions, and more.
Multimedia Skill 1.7: To change the Task Pane
2. Add a design template or change the existing design.
Multimedia Skill 4.1: To pick and use a design template
3. Change the color scheme, if desired.
Multimedia Skill 4.2: To pick and use a colour scheme
4. Change the layout of your text and other slide elements, if needed, to better communicate your ideas.
Multimedia Skill 4.4: To change a slide's current layout
5. Insert pictures to support your content.
Multimedia Group 6: Adding Pictures and Artistic Effects
 - If you save pictures from the Web, be sure to include their sources in your Works Cited document and note their sources in your presentation.
Graphics Skill 3.16: To copy and save a picture from the Web
 - You may also want to compress images to help keep your file sizes small.
Multimedia Skill 6.8: To compress a picture to keep the file size small
6. Add animation for preset visual effects to text or images on your slides. Be sure that your animations help focus your audience's attention on your content and do not distract them.
Multimedia Group 8: Adding Animation and Special Effects
7. Change the slide order if you need to re-sort the slides in your presentation to enhance the flow of your message.
Multimedia Skill 3.4: To put slides in order
8. Save your presentation frequently in your **Course Resources** folder.

When you are ready, proceed to **Step 4**.

Module 3: Planning My Unit - 2

Activity 2: Creating a Presentation about My Unit
Step 4: Enhancing My Presentation (Optional)

Decide which additional design features you want to add to your presentation. Each feature should enhance the content. Too many sounds and images can detract from the purpose of a presentation. Remember to follow copyright and trademark laws, include source citations when appropriate, and save your work frequently.

Help Guide: Use the Intel® Education *Help Guide* if you need assistance in completing any technology skills identified below.

1. Add a hyperlink to a file or a Web site.
Multimedia Skill 7.9: To insert a link to another document saved on your computer
Multimedia Skill 7.10: To insert a link to a Web site
2. Insert a table to organize information.
Multimedia Skill 5.10: To add or insert a table into a slide
3. Insert a chart or graph to visually display data.
Multimedia Skill 5.12: To add or insert a chart into a slide
4. Insert a sound or movie clip that you have saved from the Web.
Multimedia Group 7: Adding Sounds, Movies, and Links
Web Technologies Group 2: Finding and Saving Web Resources with Mozilla Firefox*, OR
Web Technologies Group 4: Finding and Saving Web Resources with Internet Explorer*, OR
Web Technologies Group 6: Finding and Saving Web Resources with Safari*

Note: Movie and sound clips are often copyrighted. Be sure to follow copyright law, which involves more than simply adding these sources to your Works Cited document.

When you are ready, proceed to **Step 5**.

Module 3: Planning My Unit - 2

Activity 2: Creating a Presentation about My Unit
Step 5: Uploading to the Sharing Tab

You will share your Unit Portfolio Presentation with a small group of colleagues during the Module 4 Pair and Share: Presenting My Unit Portfolio. In this step, you create a sharing discussion thread in preparation for the activity.

Facilitation Tip

Make sure you have determined sharing groups before this activity. For Pair and Share activities, create class or subject-alike groups of four. These groups will remain constant throughout the course so participants can become familiar with their group members' units and provide the most useful feedback.

You will need to guide your participants through the steps for setting up group and individual discussion threads. Ensure participants understand how to set up the sharing threads correctly.

Working in the Sharing Tab

1. Follow your facilitator's guided instructions for setting up group discussion threads in the **Sharing** tab.
2. Read the **Directions for Module 3: Posting Unit Portfolio Presentations** for detailed instructions on how to post your replies to the group discussion threads in the **Sharing** tab. This document is also available in the **Resources** tab > **About This Course** link.
3. Go to the **Sharing** tab and set up your sharing discussion thread. Follow your facilitator's guided instructions if you need help setting up your thread.
Note: You have only 30 minutes to edit your message after you first post it, so remember to check your postings carefully.

Congratulations! You completed this activity. Please check the **Activity** box and click the **Submit** button before moving on to the next activity.

When you are ready, proceed to **Pedagogical Practices**.

Module 3: Planning My Unit - 2

Activity 3: Pedagogical Practices

Helping Students Adapt to a Project-Based, Student-Centered Classroom

Facilitator Corner

In a student-centered classroom, students may struggle with making decisions about their projects or their learning tasks. In this Pedagogical Practices discussion, you explore ways to help students successfully adapt to and actively participate in a project-based, student-centered classroom.

Facilitation Tip

You will need to review the wiki page before the activity and add additional rows for the number of participants in your course.

Units with project approaches help address the individual needs and interests of each student. Projects often expect students to make choices about content, process, and products. Projects also allow students to pursue topics more deeply, try new skills, take advantage of skills they already have, and create products and performances that reflect their individualities. In projects, students are called on to make decisions, work collaboratively, take initiative, and make public presentations—all of which may be challenging for students at first.

Many students have difficulty transitioning from their role in a teacher-centered classroom—one that focuses primarily on receiving information, answering closed questions, completing worksheets, and taking written tests—to a classroom that promotes open-ended questions authentic tasks, and multiple types of assessment. "Students who have grown used to being tacit observers or 'sleepy onlookers' may well resent having to work harder, especially when such passive learning roles are the norm in other subjects" (Black & William, 1998).

Discuss how we can help students successfully adapt to and actively participate in a project-based, student-centered classroom on the course wiki.

1. Go to the **Course Wiki** tab.
2. Find the **Module 3 Pedagogical Practices** link.
3. Read the directions on the wiki page to share your ideas.

Offline Tip: Compose your thoughts in a word processing document before adding them to the wiki.

4. Include at least one suggestion for the following prompt:

How can we help all students successfully complete project tasks with the ability to:

- Set manageable goals
- Manage timelines and adjust as necessary
- Generate and investigate questions about their work
- Work productively with others
- Reflect and plan for improvement

Note: Refer to the **Discussion Checklist** (DOC; 1 page) in the **Resources** tab > **Assessment** link for guidance as you compose your response.

5. Review other suggestions on the wiki pages and respond to at least two colleagues.

Note: Remember, the Teachers' Lounge is available to discuss relevant topics not addressed in other communication formats.

Optional: For additional information on developing self-directed learners, visit the Intel® Education *Assessing Projects* resource.

1. Go to **Developing Self-Directed Learners**.
2. Go to **Encouraging Self-Direction and Collaboration**.

Congratulations! You completed this activity. Please check the **Activity** box and click the **Submit** button before moving on to the next activity.

When you are ready, proceed to **Reflect on Learning**.

References

Black, P., & Wiliam, D. (1998). Inside the black box: Raising standards through classroom assessment. *Phi Delta Kappan*. Retrieved from www.pdkintl.org/kappan/kbla9810.htm*

Module 3: Planning My Unit - 2

Activity 4: Reflecting on My Learning

Facilitator Corner

In this activity, first review the guiding questions and key points for this module. Then, in the course blog, reflect on how the focus of this module has made you think differently about planning your unit.

Review the guiding questions and key points for **Module 3: Planning My Unit - 2** and think about the ideas and materials you have created that can be used in your classroom, instruction, or planning.

Module Questions

- How can I plan ongoing student-centered assessment?

Key Points

- Assessments for project-based units should:
 - Be embedded throughout the learning cycle
 - Assess the important objectives of the unit
 - Engage students in assessment processes
 - Use a variety of assessment strategies that:
 - Gauge student needs
 - Encourage self-direction and collaboration
 - Monitor progress
 - Check for understanding and encourage metacognition
 - Demonstrate understanding and skill

In the following modules, you will build on these concepts as you discuss ways to incorporate web-based resources and effective student projects into your units.

When you are ready, proceed to **Step 1**.

Module 3: Planning My Unit - 2

Activity 4: Reflecting on My Learning
Step 1: Blogging My Journey

Use your personal blog in the course blog to reflect on your learning and interact with your facilitator and colleagues about issues related to the course. Reply to your colleagues' entries to extend and enhance these important conversations.

1. Find the blog site address in your **My Links** section on the **Home** tab or in your tagged or bookmarked site.
2. Go to your personal blog, create an entry that reflects on how you can use formative assessment. Give it a title and invite comments from your colleagues.
3. Write about any other insights, questions or concerns you want to address in your reflection.

Note: If you are having intermittent connectivity issues, you may want to type your blog offline in a word processing document and then paste it into your personal blog. An alternate method of ensuring you do not lose your work is to copy your blog entry into the temporary clipboard before you click **Submit**.

Word Processing Skill 2.6: To copy words or text

Facilitation Tip

Review the blog entries, paying particular attention to any participant concerns that arise. Offer suggestions yourself or recommend participants ask their colleagues for help in addressing issues or concerns. Remind participants that they have many options for communicating with their colleagues, including:

- Teachers' Lounge discussion forum
- Chat room
- Message
- E-mail

Congratulations! You completed this activity. Please check the **Activity** box and click the **Submit** button before moving on to the next activity.

When you are ready, proceed to **Wrap-Up**.

Module 3: Planning My Unit - 2

Wrap-Up

Facilitator Corner

Congratulations! You completed **Module 3: Planning My Unit - 2**. Before you move on to the next module:

1. Complete the **End of Module Survey**. Click the **Submit** button when finished.
2. Go to the **Course Progress** checklist. Review the appropriate boxes in the checklist to ensure they are checked for the Module 3 activities you completed. If you make any changes, click the **Submit** button at the bottom of the page.

Remember to post your thoughts, queries, and comments in the Teachers' Lounge discussion forum or in your personal blog at any time.

Facilitation Tip

Review class surveys for completion before you provide your own feedback on the module. Also remember to check for Teachers' Lounge discussions and blog entries related to this module.

Review participant's objectives and provide feedback if necessary.

When you are ready, proceed to **M4: Making Connections**